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ABSTRACT

The purpose of this study was to make recommendations on how the Indiana State Library should be structured to effect the coordination of resources and services in all types of libraries for the benefit of the citizens of Indiana. It was recommended that the Indiana State Library should: (1) convene a permanent council for the improvement of library and information services to students and teachers; (2) convene a permanent council for the coordinated building and use of major subject collections in the state; (3) initiate a series of contracts with appropriate major resource libraries to provide 24-hour access to materials, bibliographical searches and current awareness services to professional groups in the state, and (4) build its collections in those fields not already covered, or logically to be covered, by other resource libraries of the state. (NH)

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Peter Hiatt
Director and General Editor

STRUCTURING THE INDIANA STATE LIBRARY FOR INTERLIBRARY COORDINATION

by

Genevieve M. Casey
Associate Professor
Department of Library Science
Wayne State University
Detroit, Michigan

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CHAPTER I

PURPOSE, SCOPE AND METHODS OF STUDY

The purpose of this study, undertaken by Wayne State University's Office of Urban Library Research for the Indiana State Library at the invitation of Dr. Peter Hiatt, is to make recommendations on how the Indiana State Library should be structured to effect the coordination of resources and services in all types of libraries for the benefit of the citizens of Indiana.

The recommendations in the study are based upon:

1. An analysis of the Indiana State Library's activity toward inter-library coordination in the light of Indiana statutes, the Standards for Library Functions at the State Level and the recommendations of the National Advisory Commission on Libraries.
2. A survey of activities presently on-going in Indiana, designed for inter-library cooperation and coordination.
3. Interviews with selected public, academic and school librarians on the needs for coordination

and how they see the state library responding to these needs.

Special credit belongs to Dr. Ella Willson, Assistant Director of School Libraries in the Detroit Public Schools, and a member of the Wayne State University faculty for her chapter on the relationships between school and public libraries at the state level, and her recommendations on how cooperation might be fostered between local school districts and public libraries for the benefit of students and teachers in the state.

The surveyor also wishes to acknowledge the candor and generosity of the state library staff, especially Marcelle Foote, State Librarian, Margaret Eagan, Head of Reference and Abbie Heitger, Head, Extension Division, as well as Harold Sander, Director, Indianapolis Public Library, Ralph VanHandel, Director, Gary Public Library, Roger Francis, Director, South Bend Public Library, John Moriarty, Director, Purdue University Libraries, Molete Morelock, Extension Librarian, Purdue University, Wilmer Baatz, Assistant Director, Indiana University Libraries, Mary Jane Laatz, Director, Indiana University Medical Libraries, Dale Harzler, Director, and Ida Mae Langston, Coordinator, LSCA Title II, and Vera Fredenberg,

Assistant Director of the Division of Instructional Media, State Department of Public Instruction, Carolyn Whitenack, Professor, Library and Audio-Visual Education and Chairman of Educational Media, Purdue University, Georgia Cole, Coordinator of Instructional Materials, Vigo County School Corporation, Terre Haute, Leila Doyle, Library Supervisor, Gary Schools, Miss Georgia Goodwin, Director of the Instructional, Cultural and Community Resource Center, Southport High School, Indianapolis and Frances Whitledge, Library Supervisor, Evansville School Library.

Without the ideas and information supplied by these librarians, this report would not have been possible.

CHAPTER II

NATIONAL GOALS AND STANDARDS FOR INTER-LIBRARY COORDINATION AND STATUTORY AUTHORITY FOR THE INDIANA STATE LIBRARY

The National Advisory Commission on Libraries, in its report to the President, dated October 3, 1968, listed as one of its five major recommendations, the " . . . strengthening of State Library agencies to overcome deficiencies in fulfilling their current functions." Among these functions, the Commission identified the responsibility " . . . to coordinate library planning for total library service." [1]

References to the need for the coordination of library resources in various types of libraries are scattered throughout the Commission's report: "Planning /should/ give attention to the coordination of school, college and public library services. It should consider arrangements for the maximum use of cooperative library systems . . . " [2] And, speaking of physical access to

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[1] Report of the National Advisory Commission on Libraries, Congressional Record: Proceedings and Debates of the 90th Congress, 2nd Session, October 14, 1968, p.22.

[2] Ibid., p. 14.

required materials:

> The present cooperative arrangements between libraries to make materials available are slow and inefficient and are costly to the relatively small number of libraries that are called upon to provide a major part of this service without recompense. Furthermore, the present difficulties in the way of inter-institutional physical access to publications forces research and other libraries, at high cost, to acquire, catalog and house large amounts of little used materials. . . It is apparent that national regional and state planning is needed to facilitate physical access to publications generally, utilizing any technological aids that it is feasible to employ.[1]

> One of the most complex problems that will have to be resolved in any national planning for genuine adequacy of library service to the total span of education relates to the difficulty of coordinating the various library agencies that serve high school and college students in urban areas . . . evidence suggests that there is a serious lack of coordination even within areas where the jurisdictional boundaries of the public library and school library systems coincide. New thinking and planning are critically needed regarding the distribution of responsibility and financial support to the various types of libraries within each region if we are to serve the increasing demands of formal education.[2]

In three sections of the Standards for Library Functions at the State Level,[3] as endorsed by the U. S. Conference of State Governors and the American Library Association, the responsibility of the state for the

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[1] Ibid., p. 15 [2] Ibid., p. 12

[3] American Association of State Libraries, Survey and Standards Committee, Standards for Library Functions at the State Level (Chicago: American Library Association, 1963).

coordination of library resources and services is emphasized.

In the section on "Statewide Library Resources for Both Government and Citizens," the standards state:

> Each state should have a plan for developing the total subject and reference resources which affect the economic, political, intellectual and cultural life of the state.
>
> The state should maintain a comprehensive collection on present and potential public policies and state responsibilities as one important unit in state-wide resources, and a collection which supplements and reinforces resources of the library systems.
>
> The general resources in state agencies and the wider resources in libraries associated in cooperative agreeemnts should be widely and genuinely available through the following means: 1) central records of holdings, 2) bibliographies and indexes of state materials, 3) rapid communication systems among libraries to facilitate location of needed information and resources, 4) inter-library loan provisions to the extent consistent with the need for material in the holding library, and 5) duplication equipment for supplying copies of material that cannot be furnished by inter-library loan.
>
> Subject and reference resources should also be available at regional centers within the state, at a distance which enables any serious reader to drive to the facilities, use them and return to his home within one day.
>
> The total resources in each state should include collections of audio-visual and of other newer forms of communication which should be made available to users throughout the state.
>
> The state should participate with other libraries in providing storage of little-used materials.

In the following section entitled "The State and Statewide Library Development," the standards recommend:

The state should gather and publish annual statistics on libraries in the state--public, school, academic, special, and including state library agencies themselves--and should provide central information about the library resources of the state.

The state library agency should participate in the development of state-wide plans for all types of library service within the state, should conduct research to determine library needs and possibilities, and where planning groups do not exist, should take the initiative in marshalling qualified individuals, groups and agencies to engage in such planning.

The state plan should particularly indicate the structure of coordinated public library service needed to achieve national standards for public library service needed to achieve national standards for public libraries both in metropolitan areas and in rural areas.

As a standard of first priority, every locality within the state should be encouraged to participate in a library system, so that every resident has direct access to public library service.

Another high-priority standard of library development is that of establishing regional centers over the state so that every reader has access to a subject collection and staff in some depth in addition to the most used resources within his locality.

State library agencies should provide reference, bibliographic and inter-library loan service to stand behind community and regional libraries.

The final section of the document deals with the "organization of state library services" to perform the recommended functions. The relevant standards here are as follows:

The function of advising and supervising school libraries should normally be placed in the agency

concerned directly with elementary and secondary schools in the Department of Education.

School consultant service must also be closely coordinated with other state library activities, in the interest of the expanding demands for library materials by students.

To the extent that separate library agencies remain at the state level, they should be coordinated in a clear-cut plan which provides for consultation and cooperation and which specifies divisions of responsibility.

The state library or state library agencies should function in close contact with library groups and citizens throughout the state.

In order to discharge the responsibilities and functions outlined in the above Standards, no state could provide a firmer statutory base than presently exists in Indiana law.

A statute governing the Indiana State Library charges it

> . . . to strengthen services of all types of publicly and privately supported special, school, academic and public libraries. In discharging this responsibility the Indiana State Library shall: (a) maintain, develop and service a collection of books, periodicals, newspapers, maps, manuscripts, audio-visual materials and other library materials for the purposes of meeting . . . the specialized library needs and interests of citizens of Indiana; and of supplementing the reference and materials resources of the libraries of the state.

Paragraph (c) of this section further charges the state library with responsibility to

> . . . develop plans and programs and participate in the operation of such plans and programs which will encourage and facilitate the inter-library excahnge of services, information and materials.

Paragraph (g) indicates that the state library shall

> Conduct research in appropriate areas of library activity and survey and study the library community in Indiana including all types of libraries, therein, on a continual basis for the purpose of collecting pertinent statistics and other information; of assessing the condition and capacity of existing library facilities, resources and services; of defining the needs of society which are the responsibility of libraries to meet; of evaluating library performance in relation to these needs; and of preparing recommendations and plans which will develop and strengthen library service in Indiana.

Paragraph (k) gives the state library authority to "provide library personnel, services, materials, equipment or facilities . . . for other libraries in the state as may be considered appropriate."

Paragraph (m) addresses itself to the vital area of school library development, and gives the state library authority to

> . . . employ jointly with the department of public instruction, a consultant or consultants having the primary responsibility of advising and assisting school corporations regarding the development, organization, maintenance or administration of school library services.

A broader and more specific statutory mandate for the state library to assume leadership in the state-wide coordination of library resources and services could hardly be imagined.

CHAPTER III

INTER-LIBRARY COORDINATION PRESENTLY ON-GOING IN INDIANA

Two major projects on a state wide level intended to foster inter-library coordination are presently underway in Indiana, with the support and encouragement of the Indiana State Library. These are the Inter-Library Communications Project (or TWX Network) and the Serials Data Bank which is intended to result in a union list of serials in the major academic and public libraries of the state.

The Inter-library Communications Project began in May, 1965 as a project under Title I of the Library Services and Construction Act.

The purposes of the project are to:[1]

a) Establish and operate an inter-library communication system.

b) Encourage inter-library cooperation.

c) Encourage an increase in the use of inter-library loan and reference service.

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[1] Inter-library Activities Policy, August, 1965.

d) Decrease the time of transaction in conventional inter-library exchanged.

e) Identify factors effecting maximum utilization of the state's major library resources.

f) Stimulate imaginative use of conventional communications equipment and systems in inter-library and other library matters.

g) Assist in defining the present limits--both quantitatively and qualitatively--of library resources in Indiana and,

h) test feasibility of an inter-library communications system of the design used in the Inter-library Communications Project.

The state library placed teletype equipment in twenty-two public libraries scattered throughout the state, and in the state library itself, in libraries of the four state universities, and in the Bureau of Public Discussion in Bloomington. Teletype equipment was already available in the Indiana University Medical School Library in Indianapolis. The state library negotiated a contract with the four universities and the public libraries which provided that each library:

1) Permit installation of a teletype writer in the

library and instruct and encourage staff members in its use for inter-library communication.

2) Lend library materials and answer requests for information and reference assistance from the other libraries in the Inter-library Communications Project, within the limits of their capacity and in accordance with the inter-library policies and procedures agreed upon by both parties.

3) Accept telephone calls regarding the inter-library lending of materials or information or reference requests from such other libraries as the Indiana State Library may designate.

4) Transmit all unfilled requests to the Indiana State Library.

The state library, on its part, agreed to furnish equipment, supplies and other materials, consultation and advisory services and to pay all tolls for collect calls received by the libraries sharing in the project.

Each library was encouraged to be as liberal and unrestrictive as possible in its inter-library loan and reference activity within the limits of its primary responsibility to its own constituency. Responsibility for exhausting local resources, and for determining whether a request was

appropriate to be transmitted on the network was placed upon the borrowing library. In general, the materials deemed appropriate for requesting on the network were "adult fiction and non-fiction not in active demand, young adult and juvenile books, volumes in sets, cataloged paperbacks, and pamphlets and other vertical file materials." Normally, periodicals, bound and unbound, microforms and audio-visual materials (films, filmstrips, phonorecords and phonotapes) were not to be available for inter-library lending. Photocopies of material were to be made at the cost of the requesting library. The network also accepted subject requests and reference questions which could not be answered with local resources.

In general, all requests were to be channeled through the state library except requests from physicians and other medical personnel which were to be sent directly to the University of Indiana Medical Library. Exceptions were also made for the regional centers of the state universities which tend to channel their requests through the parent universities, either by SUVON line or by teletype.

All public libraries in the state who were not designated as TWX centers were encouraged to become sattelite libraries, with access to the nearest center by means of

collect telephone calls, paid for by the state library. Agreements with the TWX center libraries indicate that they might fill satellite requests from their own collections rather than refer to the state library, but this provision is looked upon as a later phase of the program.

Material is sent by mail directly to the borrowing library, and every effort is made to fill requests on a twenty-four-hour basis. What the actual time span is between the time a patron makes the request and received his material has not been studied in detail, but there is general agreement that the TWX network has speeded interloan and increased its use. Postage both ways is the responsibility of the borrowing library.

The borrowing library is asked when possible to provide full bibliographical information. The state library verifies citations if necessary, before sending them on. To aid local libraries in their verification of requests, the state library has distributed a list of basic bibliographical tools and made small grants to public libraries to enable their acquisition.

Within the state library, responsibility for directing the Inter-library Communications Project is in the Library Extension Division in close cooperation with the Reference

Division where the TWX equipment is housed, and the requests are being received, filled and referred.

A committee to advise the state library made up of representatives of the TWX center libraries, was organized in August, 1967. It meets quarterly and has worked on a policy statement for the project, developed a draft of a procedures manual (1st ed., August, 1968), sponsored workshops, and aided in the evaluation of the network. In June, 1968, this committee voted to request the State Library and Historical Board to continue the network. On July 2, 1968, the board moved that federal support for the TWX network be committed for the period, July 1, 1968 until June 30, 1971. At its most recent meeting in January, 1969, the TWX Advisory Committee agreed that the network was so useful that most of them would pay all or part of its cost from local funds if this became necessary.

One of the weaknesses of the program is that satellite libraries do not avail themselves sufficiently of the service. A few smaller public libraries have not agreed to participate in the program, possibly out of local pride, although the service would cost them nothing. More serious, perhaps, is the fact that school libraries per se have not availed themselves of the opportunity to use the network,

although the records do not show how many individual students and teachers originated requests in their local public libraries. Since students and teachers are among the major users of library resources in any state, vigorous effort should be made to bring them into the network.

As early as August, 1967, at a meeting of the TWX center libraries, the question was being discussed about requiring these centers to fill satellite requests from their own collections when possible rather than simply relaying requests to the state library. The question involves the whole delicate balance of relationships among local public libraries in an area, and the dependence of suburban and unincorporated areas on core city services. It further touches on relationships between local school and public libraries. In the long run, however, if a network is to function productively, effective filters must be devised to 1) make sure that local area resources are used, and reasonably developed and 2) that major research collections in the state are not being misused, or considered a substitute for local effort by libraries of all types.

Use of the TWX network has grown steadily since its beginning in 1965. In the fiscal year 1965/6, a total

of 11,490 messages were sent over the network: 5,243 from public libraries, 2,535 from university libraries, 3,712 from the state library. In the year ending June 30, 1968, the number of messages had increased by over 40% to a total of 19,408 messages sent--8,303 from public libraries, 6,453 from the universities, 4,602 from the state library. In addition, in that year there were 1,453 credit card calls from the satellite libraries. The total amount expended for the project in the fiscal year 1968, was $41,785.81, which averages to a unit cost per message of $2.003. The sum of $47,747 is budgeted for the fiscal year, 1969. Although the records kept do not reveal exactly how many or by whom requests were actually filled, it is evident that the major burden of supplying materials falls on the three major collections of the state, the state library itself, Indiana University (including the General Library, the Bureau of Public Discussion Library and the Medical Library), and Purdue University. Records kept at the Indiana University General Library indicate that participation in the network has been reflected in a steady rise in inter-library loan requests from 225 in one month in 1966, to 309 in 1967, to 753 in 1968. The number of volumes loaned as a result of TWX increased about 28%

between 1966/7 and 1967/8 from 1,072 to 1,372. The total number of incoming messages in the same period grew from 1,625 to 3,807, and the number of outgoing messages from 1,637 to 3,957. Even when it is weighed that many of them originated from Indiana University's own regional campuses, nevertheless it is clear that some compensation must be made to the major resource libraries over and above the equipment itself even though this has proved valuable in expediting access to resources in other research libraries across the country.

Recognizing the validity of this principle of reimbursement to the major resource libraries, the state library did pay to Purdue Library the sum of $4,000 in 1965/6, $3,789 in 1966/7 and $4,107 in 1967/8, and to the Indiana University Library $5,500 in 1966/7 and $7,000 in 1967/8 to Indiana University. These payments were based on actual expenditures by the universities, largely for personnel. In March of 1968, the state library indicated that it wished to make a comparative cost study of services supplied by the universities so that all can be reimbursed on a comparable basis.

The following statement from the Indiana University

Medical Library Handbook[1] indicates the services available to the medical community of the state through the Inter-library Communications Project:

> The Indiana University School of Medicine Library statewide teletype facility is intended to improve the reference and loan services to the hospitals and individual members of the medical community throughout the state. This service is designed to aid those patrons outside of Marion County who do not have direct access to the Library. Through the cooperation of the Indiana State Library, this terminal is on an open-line to state library teletype installations in public libraries in twenty-two Indiana cities and the four state university libraries. Over one hundred twenty additional communities are tied into the network via telephone. The School of Medicine Library endeavors to have material for specifically requested titles in the mail within twenty-four hours after receipt of the request. If the Library does not have the material, the patron is notified within the same period. Requests for bibliographic searches are also received in this manner; however, twenty-four hour service is not possible.
>
> Unless the condition of the volume prohibits photocopying, only photocopies of serials articles are sent outside of Marion County. Because these patrons cannot elect to charge out an original volume, there is no charge for the first twenty pages of any one article. The return of original materials is the responsibility of the patron. There is no charge for the teletype call. This gratis service is partially financed by a National Library of Medicine grant.
>
> An additional advantage of this service is that numerous medical school libraries, as well as the

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[1] Indiana University Medical Library Handbook, Indianapolis, Indiana University School of Medicine Library, n.d.

> National Library of Medicine, the John Crerar Library, and the Center for Research Libraries, have teletype facilities. If materials are not available at the School of Medicine Library an attempt is made to borrow them from other libraries in the state network.

The medical library loans approximately 5,300 items annually (to local, state, national and international libraries) and borrows approximately 560. They consider this service a courtesy and a privilege, not a right. In addition to the lending of materials, the medical library extends reference service to all medical center personnel and physicians and hospitals of the state.

> Reference librarians will answer reference questions, provide assistance in locating materials and assist in the use of catalog, reference tools and serials indexes. As time permits, medical literature surveys will be conducted and bibliographies completed. Photocopies of National Library of Medicine bibliographies on numerous subjects may be requested without charge.

As the largest medical library in Indiana (77,739 volumes and 2,106 current serials subscriptions) the medical library reflects and supports medical education and research not only at the Indiana University Medical Center, but also in the entire state. The library receives no compensation from the state library for their state-wide services--not even the provision of their TWX equipment. Its only tie-in with the Inter-library

Communications Project is that requests are transmitted through the TWX center libraries throughout the state.

The Serials Data Bank began with a proposal by Donald P. Hammer, Head, Library System Development, Purdue University Libraries, that a committee be formed representative of the four state university libraries--Purdue, Indiana University, Indiana State University, Ball State and the Indiana University Medical Library, to investigate the possibility of a union catalog of serials. At the first meeting of this committee, held September 25, 1967, the uses for such a union catalog were detailed as follows:

1. It would facilitate interlibrary loan and the photocopying of materials for use in the various universities.
2. It would be a tool for acquisitions information.
3. It would provide information on the location of serials and thus facilitate referral of students and faculty.
4. It would enable foreign language and other special groups in other universities to locate serials in their special fields.
5. It could lead to cooperative serials acquisition

on a state-wide basis.

It was proposed that a data bank on magnetic tape of the serial holdings of each of the universities be created, compatible with Purdue's machined records of 30,000 titles and 10,000 cross references. Purdue University had already produced their computer produced book catalog of serials. A proposal was drafted requesting approximately $43,000, based on the concept that each university would submit records of its own holdings, current and retrospective, with acquisitions information and subject and language information to Purdue University, who would then be responsible for key punching the in-put according to a program already partly complete since it had been devised for the Purdue Library Book Catalog. The funds needed were to be expended largely for machining and programming, with a small amount for printing and binding the catalog. It was assumed that the internal cost of preparing the entries would be absorbed by each institution.

Although there was some reservation expressed by at least one member of the committee about whether the project was overly ambitious, Mr. Hammer was directed to seek funding for the project, possibly under the Higher

Education Act Titles III or II B, or the National Science Foundation. In January, 1968, Mr. Hammer reported to the committee that his search for funds had not as yet been productive.

Also in January, 1968, Miss Marcelle Foote, the State Librarian suggested to the committee that the serial holdings of the state library be included in the proposed list, since she saw the union catalog as an important adjunct to the TWX network. On January 30, 1968, the state library was invited to join the group.

On May 23, 1968, the state library entered into an agreement with Purdue University Library to create an Indiana Libraries Serials Data Bank, and to produce a computer produced union catalog, 200 copies of which were to be delivered to the state library for distribution. The original proposal had been broadened to include not only the holdings of the four state universities, the medical school library and the state library, but also ten special libraries, fourteen public libraries, and seventeen academic libraries. The data bank and its integral computer programs were to be planned as "a system of serials data presentation rather than just a union catalog," with information on subject, language, country of origin and

translations, as well as library location and call number. There were to be both corporate and title entries. The proposal assumed that about ten basic computer programs "plus an unknown number of sort and merge programs" would be necessary. It was estimated that completing the systems analysis and the necessary computer programs would require about nine months. Estimates of cost were based on an estimated 160,000 entries from all the libraries, or (perhaps), 60,000 primary records (the remainder being duplicates). For the sum of $43,487 Purdue University agreed to plan the computer system, to provide computer programming and documentation, computer time, clerical help for input preparation (coordinating the data, assigning codes, etc.), data conversion, i.e., key punching and verifying, and printing the first edition of the union catalog! The sum of $43,487 was to be the <u>total sum for which the Indiana State Library was obligated</u>. Payment was to be made in four equal parts, in June, September and December, 1968 and the final payment when the project was complete and 200 copies of the union catalog delivered to the Indiana State Library. There are no specific plans at the present for up-dating the proposed catalog. No agreements were signed with the participating libraries

who were expected to send records on their own holdings to Purdue on input forms supplied by Purdue. In October, 1968, these forms were supplied to the participating libraries.

As of February 4, 1969, two small libraries had sent records to Purdue in addition to the data already available from Purdue and its regional campuses. About half of the remaining libraries had sent some data which represented a small proportion of their serials collections. The Medical Library has already put its serial records into machine readable form which will now have to be converted to a form compatible with the proposed union list.

Indiana University had completed records for their serials through the letter A with a serials librarian working full time on the project from October, 1968. According to Donald Hammer, Project Director, most of the basic programming should be completed by the end of April, 1969. The participating libraries have been given no deadline on supplying data. Unless the major collections are included in the union list, it becomes meaningless since Purdue and the Indiana University Medical School have already published machine produced lists of their own serials.

There are many other less extensive projects of inter-library cooperation now on-going in the state.

In December, 1968, the Boards of Trustees of the four state universities moved to establish access offices at Purdue and Indiana University Libraries. The proposal reads:

> In order to promote the freest possible interchange of library materials between the four state university libraries, and to minimize the heavy burden which increased borrowing and lending would impose upon the larger university libraries, it is proposed that full time staff members be employed in the Indiana and Purdue University Libraries for the express purpose of providing inter-library loan, photocopying and other cooperative services to the four state universities as may be required. Although the proposed arrangement is primarily intended to meet immediate demands imposed by dramatic growth, especially at Ball State and Indiana State universities, the long range importance of such cooperative programs should not be ignored and there should be vigorous, continuing efforts to improve library services through cooperative efforts.

Communication of requests between libraries is to be by teletype (already supplied by the state library) and SUVON (direct telephone lines) now available between all state universities and their extension campuses. Twenty-four to forty-eight hour service was set as a standard, with a statement that "photo facsimile transmission of materials should be studied carefully with a view to adoption when technologically and economically feasible." A budget of

$30,000 has been estimated for the project, one-third of which is to be contributed by Indiana State University, one-third by Ball State, with the remaining one-third shared between Indiana University and Purdue. The budget includes two librarians at $12,000 each, plus clerical help, supplies and postage. It was hoped that the access offices could be opened by February 1, 1969. This cooperative is an extension and culmination of very close relations between the libraries of the four state universities and their extension campuses. The state universities also feel a commitment to provide library services to any citizen of Indiana who may wish information or material.

Among the public libraries of Indiana, a film circuit was organized as early as 1955. Until 1966, the films were kept at the state library, and the state library played an important role in providing leadership and administration for the project. In 1966 the film circuit headquarters was moved to the Muncie Public Library, and recently it incorporated under the Library Services Authority Act, passed by the Indiana legislature in 1967, and now has a headquarters in Muncie but separate from the Muncie Library, with a three-quarter-time paid secretary. The film circuit now has twenty-seven public libraries as members, is

closed to new membership, and has a waiting list of three libraries. The circuit buys approximately thirty films a year with an annual materials budget of between $6,000 and $10,000. Under the terms of the Library Services Authority Legislation, the film cooperative is governed by a committee made up of a representative from each member library, from which a seven-member executive committee is elected. The full committee meets once each year, and the executive committee quarterly. The policy of the state library to provide projects with leadership and support in their early stages and then turn them over to local control appears to work well in Indiana.

The processing center in Crawfordsville, which now catalogs and processes books for approximately fifty smaller public libraries, and for the state library's demonstration bookmobile, had its beginnings as an early Library Service Act demonstration, and is now self-supporting and independent.

In the northeastern part of the state, the public libraries of Gary, Lake County, Crown Point, Hammond, East Chicago, Whiting and Lowell have banded together to produce joint radio and newspaper publicity. Other activities of this public relations group have been a

concerted program for National Library Week and a Public Relations Workshop to provide in-service training to the staff of the member libraries.

The City of Evansville has developed a most interesting cooperative which includes both the public and school libraries under a common planning board. (For more detailed information see Chapter IV).

Warm, personal cooperative arrangements are usual between the special libraries of the state and will be reported in the study of Special Library Resources conducted by Mrs. Brigitte Kenney. In November, 1967 Edward Howard, Director of the Vigo County Public Library conducted a study of the relationships of thirty-seven public and special librarians in Marion County[1] and learned that in that month a total of 627 items had been borrowed by twenty-two libraries. Over 70% of the materials had been loaned by three libraries (Indiana University Medical Library, 43.7%, the State Library, 15.3% and Indianapolis Public Library, 11.6%).

A union list of specialized periodical holdings in corporate libraries initiated by the Special Library

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[1] Study of Inter-library Cooperation in the Indianapolis Metropolitan Area in November, 1967, by Edward Howard, Director, Vigo County Public Library, Terre Haute.

Association is housed and maintained by the Science and Technology Division of the Indianapolis Public Library. All corporate libraries provide free photocopying service. Mr. Howard quotes a statement by the librarian of Western Electric as typical of the response to his inquiry:

> Inter-library cooperation in Marion County (and in Indiana) is exceptional. In over twenty years of experience, this librarian has yet to be refused when the loan of material and/or reference service was needed.

No doubt there are many local projects of cooperation between libraries in Indiana which could be used as models by other communities. It would be useful if the state library made deliberate effort to serve as a clearing house for such efforts and to bring them to the attention of all the librarians and trustees of the state.

CHAPTER IV

THE STATE LIBRARY AND SCHOOL LIBRARIES IN INDIANA

This chapter represents an attempt to trace the relationship between the Indiana State Library and Indiana's school libraries and to consider the responsibilities of the Indiana State Library toward school libraries and toward the coordination of school library services with other kinds of library service in the state. These questions were discussed with local school library supervisors and librarians, with former state supervisors of school libraries, with Purdue University personnel, with the director and staff of the Educational Media Division, State Department of Public Instruction, and with the state librarian.

Historically, the connection between the public library, the state library and school libraries has been close. Interest in school library work at the state level dates from 1899 when the Public Library Commission was organized. Although schools were not specifically included as a recipient of their services, they did undertake to provide them to some measure, and their 1901-04 report

indicates that Indiana was the first state to undertake the centralization of library work with the schools.

From 1904 to 1906 there was an instructor in library and school cooperation in the Public Library Commission. After that the position was unfilled until 1919, but the Commission's annual reports show that members of the staff regularly visited schools to assist with library problems and that the Commission wished to establish a school library organizer's position. Since 1921 the state has had a school library consultant.

When the Public Library Commission merged with the Indiana State Library in 1925, it became the Extension Division of the state library and brought with it the school library consultant activity. In 1945 the State Department of Public Instruction appointed a specialist in library services and teaching materials, in cooperation with the state library and with its financial support. In 1951, the Indiana General Assembly officially created the position of Director of School Libraries and Teaching Materials and authorized the state library and the State Department of Public Instruction to support the position jointly. This joint support continued until 1966, when the position became entirely a Department of

Public Instruction one, funded under the Elementary-Secondary Education Act, Title V,[1] a matter which remains an issue for debate with school librarians.

The position of the Director of School Libraries, jointly supported and supervised by the Indiana State Library and the Department of Public Instruction had not been an easy one, and a succession of extremely able librarians left it after a very brief tenure.

A letter of Robert McClarren, formerly Director of the State Library, dated February, 1967, explains the situation as follows:

> Since the Department of Public Instruction became primarily responsible for this position 15 years ago, the Director /of school libraries/ has suffered from a series of problems . . . (leading to short tenure and quick resignation). These problems included salary discrimination and administrative partiality in favor of other Department of Public Instruction positions of comparable administrative rank (apparently on the basis of difference in sex) lack of communication, failure to define areas of responsibility among units of the Department of Public Instruction, assignment of library responsibilities to other units of the Department of Public Instruction, repudiation of authority given to the Director, cancellation of staff expansion and frequent indecision on the part of senior administrators in the Department of Public Instruction.

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[1] Title V provides funds to strengthen state departments of education.

Many school librarians saw the transfer of the position of school library supervisor from the state library as an indication that the state library was no longer interested in fostering school libraries.

They were further disappointed when the Department of Public Instruction in a 1968 reorganization created the Division of Instructional Media, appointed the Audio-Visual Director as Director of the new division and "demoted" the Director of School Libraries to Assistant Director. They see this as a blow to school library status and one which might not have occurred had there been a commitment to school libraries within the state library.

Although the responsibility for direct supervision of school libraries has in practice been removed to the Department of Public Instruction, the state library has not lost its obligation "to strengthen services of all types of publicly and privately supported special, school, academic and public libraries and to encourage and facilitate the inter-library exchange of services, information and materials."

The state library continues its reference and loan service to schools, although school librarians resent

recent limitations placed by the library on the kinds and amount of service they may request and the fact that the TWX network functions only through public libraries. Most school librarians prefer to request material of the state library TWX, by mail rather than use the TWX in the local public library, a sad commentary on school-public library rapport. The records maintained on the TWX network, however,do not indicate how many of the requests are originated by individual teachers and students.

The State Library Indiana Division produces many bibliographies and brochures of special interest to the schools. The state library continues an active recruitment program for librarians, in general, and would welcome school librarians in its in-service training sessions although these are really geared to public librarianship.

School librarians and supervisors feel the need for opportunity to examine new books and other materials, and believe that the state library might make a major contribution by establishing regional examination centers to be used by school and public librarians. Another suggestion was made that the state library provide a mobile book examination center, aimed only at school libraries, which would move from school district to district.

Such regional centers might also lead to centralized

cataloging, ordering and processing centers, the need for which is not so generally perceived. If school and public librarians could steel themselves to the thought of common cataloging as nearly acceptable to both as possible, and perhaps even to common purchasing and processing activities, a giant step might be taken toward more economical and efficient library service in Indiana. Such a program would be of greatest value outside the large city systems, where in some instances central cataloging, ordering, and processing are already in existence for school libraries.

The City of Indianapolis, however, could also profit greatly from a central school-public acquisition-processing center, now that the public library has become independent of the schools.

School librarians also dream of regional reference centers which would bridge the gaps which advanced students, citizen groups, professional people, etc., find in their school and public libraries. Such centers are seen in various ways in various people. Some think of centers which would specialize; as in science, or the social sciences, or particular kinds of periodicals. Others conceive of them as largely duplicates of one another but sophisticated enough to serve the needs of

such people as those mentioned above, and on a level to which the small public library or high school library cannot aspire. Some school librarians feel that the TWX network, at best is a supplement, not a substitute for regional reference centers and that the state library should exercise the legal authority it now has ". . . to establish, equip, maintain and operate--library service centers--in rented, leased or state-owned quarters outside the Indiana State Library and Historical Building."[1] Such regional reference and/or examination, and/or processing centers might also be locally established and administered, with the state library and the State Department of Public Instruction offering leadership and technical advice.

Meanwhile, a vigorous effort should be made by the state library to draw the schools into the TWX network. A good public information program should encourage all teachers and students to refer requests first to the school librarian, who would then be responsible for transferring unfilled requests to the local public library. If the local public library could not meet the request, it should then be placed on the TWX network, with materials

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[1]Burns, 63-806.

sent directly to the school library from the major resource library. This responsible and regular search and use of local materials would insure that school and public libraries are pooling their resources and would also prevent passing on to the state library requests which could have been answered somewhere in the local community. After this process all reasonable requests should then be met at the state level.

The re-enforcing of good relationships between local school and public libraries may be one of the more significant services the state library can perform in its efforts to coordinate all library service in the state. As was mentioned above there has been, historically, a close tie--but one which is less firm today as the formation of school libraries begins to take on significant impetus in Indiana, and less call is made upon public library resources for the schools. This is not a question unique to this state. The amount of time and discussion which has been devoted to the topic by the American Library Association and the quantities of library literature dealing with it indicate that it is a nationwide concern.

In 1952 the Library Action Committee of the Indiana Library Association and the Indiana Library Trustees'

Association appointed a subcommittee to investigate public library-school library relationships. After a three-year study, their report, Joining Forces for Library Services to Youth, was published by the Action Committee and the Indiana School Librarians Association in 1955. The committee's charge was to clarify the role of each type of library in its work with children and youth and to prepare a report. Data was gathered from 515 returns to 1242 questionnaires sent to school and public libraries plus figures available in annual reports. Admitting that this was an inadequate picture, although the best they could do with very little financial support, the committee hoped their work would be a small first step which would lead to greatly improved library service for children and youth in the state. On the basis of the information obtained they held sixteen institutes throughout the state attempting to involve school superintendents, principals, members of boards of education, trustees of public libraries, township trustees and interested citizens.

The report demonstrates that school and public libraries have a common goal--i.e., ". . . to help youth develop into informed, thinking, responsible citizens of a democratic society and help them enrich their own personal

lives." While the public library serves an entire community in a rather generalized fashion, and the school library serves a specific clientele in a school with a unique teaching-learning program, yet their aims are alike. Both place emphasis on reading guidance and the teaching of library skills.

That the committee fell short of clarifying the role of each can be seen in statements in the report:

> Nevertheless the public library is necessary . . . for providing materials and library service to youth because it will be several years before the goal of a library in every school is achieved.

> Moreover, the public library will <u>always</u> be needed to serve children and young people after school hours and during school vacations and to serve the pre-school age child, the parents, and agencies which strive to help youth.

When all schools have libraries and/or when all are serving their students after school hours and during the summers, what becomes of public library services to children and youth? Are they, indeed, to confine their services in this area to the pre-school child, to parents, and to the social agencies working with children? This is a suggestion that has been made seriously by school library people, and it appears in the committee's report:

> Rather than feel that the school library is usurping some of its time-honored services, the

> public library should welcome this opportunity to broaden its services into other areas. Working with parents, public libraries can become community integrating centers for book selection. Children's libraries can increase their work with welfare groups, community clubs, juvenile courts, recreation departments, hospitals, and shut-ins.

If the committee failed to define roles, nevertheless they and the librarians involved made the following recommendations which, if they could be implemented on the local level, would surely tend toward cohesion rather than toward separation:

1. The public librarian and school librarian should meet together at least once a semester to discuss major purchases and selection policies.
2. There should be regularly scheduled meetings of the public library and school library personnel to plan cooperative services for their common patrons.
3. In order to publicize and to present recent materials to the teachers and department heads, school and public librarians, working together, should ask the school administrators for some time during a pre-school institute or in-service training period to plan and

discuss library needs for the year.

4. Both librarians should furnish each other lists of major purchases so that each can keep informed of the other's holdings.
5. Public library and school should cooperate in the purchase and use of expensive library "tools" and library literature.
6. Both institutions should cooperate on certain types of publicity, such as radio programs and promotion of summer reading.
7. Public librarians and school librarians should work together to stimulate use of all library materials. Specific projects could be cooperative planning for Book Week, Indiana Library Week, a summer reading program or a radio program, if the community has such facilities available.
8. Further study and research should be undertaken in the whole area of library service to young people with special attention given to the problem of service in areas not now covered.

It is possible that the state library might see in these 1955 recommendations, some guidelines for the task

of coordinating school and public libraries. The committee's final suggestion on study and research is especially appropriate for the state library to consider.

Frances Whitledge describes a lively program of cooperation between school and public libraries being carried on in the Evansville-Vanderburgh School Corporation under the aegis of school libraries. It includes common book examination and selection facilities and meetings; monthly in-service training programs for public librarians and school librarians (private and public) involving instruction in library processes, showing of outstanding books and materials, and technical demonstrations. An Evansville Library Board has been established which includes the school superintendent, the assistant superintendent in charge of instruction, the director of secondary education, the director of elementary education, one high school principal, one elementary principal, the public library director, the assistant public library director, the public library young adult director and the children's director. The main purpose of the joint board is to keep each other informed of all library programs, undertakings and needs. They make recommentaions as needed to the Board of Education or the Public Library

Board, whichever is involved. Possibilities for such realistic cooperation between libraries are probably many and varied.

School Libraries in Indiana Today

Indiana has had outstanding individuals in the area of school librarianship for many years, and consequently arrived at a strong statement of philosophy which saw the school library as an instructional materials center well in advance of many other states. This preceded, and indeed, inspired a similar statement made by the American Association of School Librarians. These people also foresaw the staff needs of the instructional materials center and in the early 40's the curricula of the library training institutions were revised to include instruction in all kinds of non-printed materials. Requirements for certification for school librarians in Indiana have long specified a minimum of eleven semester hours' instruction in audio-visual materials and techniques.

As has happened in other places, philosophy and policy were far ahead of actual developments. Elementary school libraries in Indiana grew very slowly until the 60's, and the shortage of librarians has meant that personnel in

many schools, far from being certified in both library science and audio-visual, is frequently certified in neither.

It has proven difficult to acquire a good profile of the present status of school libraries in Indiana. Margaret Rufsvold has done a series of studies on school library personnel which contain in large part the kind of data needed to form such a picture, but the studies deal with secondary schools only, and the last published report (1957) analyzes figures from the 1952-53 school year. This reflects the fact that elementary school libraries are a recent development in the state, and have, in fact, only come into their own in a truly important way since the implementation of the Elementary and Secondary Education Act, Title II.

Carolyn Whitenack and Beeman N. Phillips made the first attempt to survey elementary libraries during the 1954-55 school year.[1] Their questionnaire brought replies from 961 elementary schools of which 33.6% had central libraries, and from 119 combination schools (K-8, K-9,

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[1] Indiana Research Bulletin, "Status of School Libraries at the Elementary Level in 1954-55." Edited by Beeman N. Phillips and Carolyn Whitenack, Department of Public Instruction, vol. 3 no. 5 (May, 1956).

K-12, etc.), 76.3% of which had central libraries. Out of a total of approximately 1,916 elementary and combination schools in the state, apparently 43% (836) did not have central libraries, and in many of the combination schools library services were available only to the secondary grades.

Of even more significance in terms of program and service was the fact that only 21% of the elementary, and 64% of the combination schools had professionally trained personnel. Of the elementaries which had them, only 10% had the full-time service of the librarian and of the combination schools, only 14%.

The Division of Instructional Media, State Department of Public Instruction, (as part of the Indiana Library Studies) is currently charged to do a statewide survey of school library personnel and space. On the basis of their, at present, incomplete and uncorrected data, collected in 1968-69, it is possible to arrive at only tentative conjectures. Using their compilation which does not now show a separation between elementary and secondary schools, we can see that 428 schools report the services of fully qualified IMC personnel, with both library science and audio-visual licenses or endorsements

and 730 schools report the services of personnel with library science endorsement alone. So that it would appear that 1,158 schools out of a total of 2,438 have the services of professionally trained personnel. But when the amount of time spent in the IMC/Library is considered, a very different picture emerges. Of the 1,158 only 445 report full-time service and 347 report less then half-time.

Full-time (whole school day) services are available in 1,367 IMC's/Libraries. But only 724 have full-time professional service. At the other end of the scale 966 have professional service available on a range from zero to less than one-quarter of the day. All together 1,368 have zero to one-half day service. Eighteen hundred schools report a room which seats less than 10% of the student enrollment and since most of the secondary schools are probably able to do better than this it is likely that most elementaries are quite deficient in space.

However, there is evidence that school libraries are gaining. Without being able, at this point, to separate elementary, combination, and secondary school data, there is obviously improvement over 1954, and

even more encouraging trends can be found. Ida May Langston, Title II Consultant in the Division of Educational Media, State Department of Public Instruction, states that since 1966, 258 new elementary libraries and 45 new secondary libraries have been established in the state.

Comparisons of 1968-69 statistics with those of past years will be difficult, if not impossible, since exhaustive requests for information have not gone out before.

It is unfortunate that the current questionnaire emphasizes personnel and space to the exclusion of other kinds of information which would give a more revealing picture of school libraries.

The Division of Educational Media is aware that it needs to ask for other kinds of information, such as the amounts of money spent for individual IMC's/Libraries, the expenditures by school corporations, the quality of individual book collections and materials collections, the ratio of books and materials per pupil, etc., before a clear view of the status of school libraries will be available, and before Indiana can begin the comparative

statistics which will measure adequately the gains and needs for school libraries in the state. The division, like all who seek this kind of information, finds great difficulty in acquiring prompt and accurate replies, but it expects to press on to solutions for its problems.

While it is certainly the responsibility of the state library to know the status of all the libraries in the state it would seem reasonable that the Indiana State Department of Education should carry on the actual data collection, keeping the state library completely informed from year to year.

The shortage of professionally trained personnel is a crucial matter for Indiana, as for every state. To facilitate on-the-job training, an urgent need everywhere, it would be valuable if the universities having accredited schools of library science were to offer more extension courses in more communities. It seems appropriate that the state library study this situation and assume leadership in bringing the universities responsible for library education in the state together with library administrators and helping them to coordinate their efforts for maximum effect.

For school libraries, as for all others, the most

pressing need is that of greater financial support. The study committee on School Library and Audio-visual Needs for Indiana Schools stated recommendations to this effect in 1966 which would seem to deserve support:

1. That a unit of 300-700 enrollment for elementary grades for junior high schools, and for high schools be established.
2. That an administrative unit be given on the basis of one director for each average daily attendence of 5,000 pupils.
3. That the school library and audio-visual services centers be recognized as a unit for maintenance and operation support.
4. That the school library and audio-visual services centers be recognized as an essential part of the school building and, as such, receive school construction support.

No such units of state financial support are presently given to school libraries or Instructional Material Centers. (The Committee's title, incidentally, is misleading. This publication is actually a presentation of guidelines for good instructional materials center programs.)

How far Indiana's school libraries are from national

standards no one can now say very precisely, but it is evident that here, as in many states, the distance is spectacular either by this year's or by the 1960 standards, and the major problems are those of school libraries in many other areas:

1. The lack of adequate financial support at the local and at the state level.
2. The shortage of trained licensed personnel.
3. The lack of adequate understanding by local administrators.

The staff of the Division of Educational Media point out that administrators have often found it cheaper to use untrained personnel to care for the materials provided by Title II of the Elementary-Secondary Education Act than to hire licensed people, and have done so frequently with the dismaying belief that they were thereby offering a library program.

Although the state library in Indiana is no longer directly responsible for school libraries it cannot escape its responsibility for the coordination of school library resources with those of other libraries, on both local and state levels. The needs of students and teachers remain critical. If the question of cooperation between

school and public libraries in Indiana, as in many states, is ever to be brought out of the foggy, foggy dew of complaint and confusion, strong leadership is essential from both the Indiana State Library and the State Department of Public Instruction.

CHAPTER V

STRUCTURING THE INDIANA STATE LIBRARY FOR INTER-LIBRARY COORDINATION

The state library presently fosters the coordination of library resources and services within the state by 1) building and making available its own collections as a back-stop for all the libraries of the state, 2) facilitating the flow of materials from the other major resource libraries of the state to those citizens who need them, 3) encouraging the cooperative building and sharing of collections and services on a local level.

Internally, responsibility for these services is scattered among several divisions of the library. Indeed, one might say that in addition to providing specialized information services to state government, co-ordinating and improving library services and resources constitutes the whole mission of the state library. Primary responsibility for the building of collections is vested with the reference divisions of the library, supported by acquisitions, and technical processes. Primary responsibility for facilitating the flow of materials throughout the state and encouraging cooperation between

local libraries of all types is presently vested in the extension division. Regular staff meetings and cordial inter-personal relations among the staff enable the state librarian effectively to coordinate these activities within the state library.

The state library has structured its planning with the libraries of the state by establishing numerous advisory concils relating to specific activities. There is, for instance, an advisory council to the TWX network, made up of representatives elected by the TWX center libraries. There is also a planning committee for the Serials Data Bank Project made up of representatives of the four state university libraries, the Medical Center Library and the state library which is in effect the advisory council for Title III of the Library Services and Construction Act. In addition, there is an advisory council for Titles I and II of the Act, another for Title IV, and a steering committee for the state-wide library study. All these ad-hoc committees have an obvious reason for existing, accomplish real work at their meetings and should be continued.

In establishing the TWX network, the state library has implicitly endorsed the concept that <u>all</u> the library

resources in the state as well as the resources in the state library itself should be placed at the disposal of the citizens of Indiana. The fact that the TWX network has worked so well during its first three years, and that the TWX center libraries at their January, 1969 meeting went on record as stating that if necessary they would support the network with local funds, testifies to the soundness of the concept of sharing resources in the major libraries.

The experience of the Indiana University Medical Library in serving the medical community throughout the state suggests a pattern which might be adopted for other professional groups in the state, using other major resource libraries, once the present state-wide study has identified major needs and strengths. The communications machinery is already operational in the TWX network.

This could mean, in the first place, that the state library should negotiate a contract with the Indiana University Medical Library so that its services could be extended to the medical community of the state as a matter of right, not privilege. Reference and current awareness services such as are now available to medical center personnel should also be extended to all employees of

state government who work in health-related fields, as well as to all physicians in the state. The state library should provide the medical library with reasonable compensation for this service (estimated at approximately $20,000 per year by the director of the medical library), should monitor the service and assume responsibility for publicizing it. Federal funds might be sought for this, and other access offices, which could be established, for example at Indiana University or at Ball State University for the use of teachers, or at Purdue for engineers or business men. Approach to all access offices should be through the TWX center public libraries although consideration should be given to mailing photocopied material directly to the person requesting it.

In the relationships between the special libraries of Marion County, billing for photocopying has been dropped. The state library might well consider subsidizing the photocopying of material not locally available, on the theory that material in this form is as much a part of library service, as the books themselves, or the buildings, or the personnel, and should be free to the individual borrower.

If the state library adopts the principal of building

upon the strengths already existing in the state, it then should assume leadership in planning with the major resource libraries for a cooperative building of strong collections. The 1967 Statistics of Indiana Libraries lists six libraries in Indiana with collections over 500,000--Indianapolis Public, Fort Wayne, Indiana University, Notre Dame University, Purdue, and Indiana State Library. Three of these libraries are now state supported; with the exception of Notre Dame, all are publicly supported. No doubt the present study of library resources will identify major subject strengths in other smaller collections such as, for example, the Eli Lilly Pharmaceutical Library.

In the six resource libraries in Indiana, there were in 1967, a total of 6,812,312 volumes, but not one of these libraries held itself as many as two million volumes and most of them were much smaller. The largest number of periodicals received were 13,973, a relatively small proportion of the total serial universe.

It seems obvious that these libraries, planning together, could provide a range of materials for their own constituents and for all the citizens of Indiana that not one of them could achieve alone. Although many

RESOURCES IN MAJOR LIBRARIES OF INDIANA

Library	Total Number Volumes	Periodicals Received	Materials Budget	Volumes Added
Indiana State Library	1,059,207	8,500	$ 73,747	12,643
Indiana University	1,889,874	9,173	792,775	79,324
Purdue University	833,572	13,973	651,753	64,617
Notre Dame University	862,276	10,000	338,216	40,637
Indianapolis Public Library	916,191	637	520,375	126,408
Fort Wayne Public Library	1,251,209	1,411	363,000	72,836

materials must be duplicated, it is also clear that techniques of photocopy and of rapid communication have already thrown a new light on what must be duplicated and what can be shared. It also seems obvious that the only library in Indiana with obligation to all the libraries and all the citizens of the state is the state library and that if effective cooperative building and sharing of collections is to be accomplished in Indiana the state library must assume leadership. Even the state universities, although they recognize a responsibility to all the citizens of Indiana, especially to students and faculty of other state universities, nevertheless have primary responsibility to provide good library services to their own faculty and students, and indeed are hard pressed to do so.

Sharing of resources, even when, thanks to photocopying, it does not involve extra duplication of material, requires personnel, supplies, postage, communication. It seems reasonable that financing of inter-library coordination should come from state and federal sources through the state library.

There are at present two very weak links in the chain binding library resources together in Indiana. One is

the lack of support for the state library itself making it impossible for it to be in any real sense, a resource library for the state. The state library, according to its written book selection policy, undertakes to

> 1) Maintain and strengthen the collection in all fields of interest to state government particularly political science and other areas of interest and need in legislative decision making . . .
> 2) select carefully current titles in all areas of non-fiction (i.e., encyclopedias, bibliographies, philosophy, religion, social sciences, philology, pure and applied scinece, fine arts, literature and history) . . . and establish a bibliographic clearing house for identifying and locating materials in English in all but the specialized fields of law and medicine,
> 3) select highly specialized materials of statewide interest but not widely purchased by local libraries . . .
> 4) acquire a basic collection with representative additions as necessary of non-book material including films, recordings, tapes, art reproductions and selected music. . .

The policy further identifies five subject areas of special strength which should be maintained: Indiana history, archives, geneology, materials for the physically handicapped and other specialized groups and library science. In terms of this basic book selection policy reflecting as it does the statutory responsibilities of the state library, the library's book and periodical budget of $73,747, as reported in the latest statistics,

is utterly unrealistic. Substantially higher funds for materials are expended by Indianapolis, Fort Wayne, Gary, Evansville Public Libraries, all with much more limited responsibilities. This budget is a fraction of the materials budgets of the other major resource libraries of the state. If the citizens of Indiana are to have adequate access to resources, if local libraries are to be adequately back-stopped, the materials budget (as well as the personnel) of the Indiana State Library must be substantially increased. Any number of plans, no matter how brilliantly conceived and faithfully executed, which join weakness to weakness, are a waste of time and money. The support for the Indiana State Library should be increased ten-fold over the next ten years. This would be the most effective form of state aid to the libraries and citizens of Indiana.

The second weak link in the chain of inter-library coordination in Indiana lies in the uneasy relations between school and public libraries on the local and state levels. Evidence of this mutual distrust can be cited in the limited use made by school libraries of the TWX network and thus of the wider resources of the state, and the lack of coordination at the state level

between the state library and the State Department of Public Instruction, now that direct responsibility for supervising school libraries has in practice been taken from the state library and reassigned to the Division of Instructional Media. Details about this weak link are recorded in Chapter IV.

Students and teachers in Indiana need maximum access to all the resources in the state in addition to good school and local public libraries. No elementary or secondary school library, and no local public library no matter how well supported can meet all of the needs of students and teachers all of the time. Taxpayers, on the other hand, have a right to expect that full use be made of all library resources in Indiana.

Until 1966, the state library discharged its responsibility to strengthen services to students and teachers by means of a school library supervisor, jointly supported with the Department of Public Instruction. This structure has now ceased to function, but the state library's legal responsibility to strengthen and coordinate these services has not ended, and it should be a matter of high priority to create new structures to facilitate access to the state library itself, and to other higher resources in the

state. In order to accomplish this, a re-examination should be made of the state library's lending policies to school libraries. New ways should be developed to foster closer ties between local school and public libraries, so that school libraries will use resources in their local public libraries and use the TWX network for materials not locally available. School libraries in the support areas of the TWX centers and their satellites have already easy access to the network, if they know about it. For those school libraries without a public library, local school districts, or the State Department of Public Instruction might consider underwriting long distance calls to the nearest TWX center library. Structures also should be planned to improve communication and leadership from the state level to local school and public libraries which might lead to such cooperative projects as regional book examination centers, centralized acquisition, processing and cataloging of materials, coordinated purchase and use of periodicals, reference tools, etc.,--all for the benefit of students and teachers.

The library board in Evansville, advisory to both public library and school district points the way to one creative method of attacking the problem on a local level.

The state library should also give priority to providing the teachers in all public and private schools of the state with easy access to materials containing the new ideas in education. If new insights and techniques developed in research at the universities are not implemented in the class room, the child of today benefits not at all. Even though all standards recommend a professional library in each school, these collections cannot be expected to meet all of the information needs of the teachers. Teachers need not only effective access to a wide range of materials, but also a selective, current awareness service to help them sort out from the overwhelming mass of material that which is relevant to their own situation.

So far as this consultant could discover, no state library has built structures adequate to deal with the very prevalent problem of school-public library relations, and the maximum use of resources at the state library by students and teachers. The Michigan State Library, during the years it was an independent state agency with direct responsibility for the improvement of school libraries as well as public libraries, established a joint committee for the development of school libraries,

made up of curriculum consultants at the Department of Public Instruction, representatives of state library associations interested in school libraries and outstanding school librarians, but this committee focussed only on improving school libraries. The New York State Library has a consultant in the Public Library Bureau whose function it is to act as liasion with the Bureau of School Libraries and to facilitate cooperation between local school and public library systems.

If the State Department of Public Instruction were willing to do so, and if funds were available, the state library could establish again a jointly supported position for a library consultant to work at coordinating school and public libraries. The statutory authority for this position remains, as indeed does the need. However, this position in recent years has gathered about it such an aura of difficulty that its establishment and implementation might prove unfeasible at this time.

The state library acting unilaterally could liberalize its own lending policies to school libraries. It should not be difficult to document a need for increased book funds for improved services to students and teachers.

However, liberalizing the state library's lending policies would not solve the problem of co-ordinating and fully using school and public library collections on the local level. There is also the delicate question of how to facilitate library cooperation without hindering the development of local library resources.

The state library might take the initiative in creating a permanent advisory committee for improved library service to students and teachers made up of the state librarian, the librarian, director and assistant director of the Division of Instructional Media, reprentatives of the library associations of the state, the deans of the library education programs in the state and one or two outstanding school and public librarians. The function of this committee might be to advise the State Library and Historical Board and the Superintendent of Public Instruction on the library needs of students and teachers which might be met by utilizing the total resources of the state. This committee might address itself to such questions as:

1) How can school libraries be drawn into the TWX network?
2) What should the state library's lending (and

book selection policy be to meet the needs of students and teachers?

3) How can a higher level of coordination between school and public library and maximum use of all library resources be achieved at the local level?

4) What are the major needs for library education--both professional education and in-service training? Where is the major need for extension courses?

5) How feasible are joint public school library book examination centers and how could they be funded? Should a pilot project be initiated?

6) How feasible are area processing and cataloging centers serving both school and public libraries and how can they be fostered, funded, administered?

7) Should regional reference centers be established and how should they be funded and administered?

8) How can the distinct roles of school and public libraries be defined and how can they be coordinated without jeopardizing the development of each?

9) What legislation is needed to improve school libraries--public libraries?

10) What should school libraries expect from public libraries and visa versa?

11) Or, most appropriate question of all--<u>What are the real library needs of students and teachers and how can they best be met in Indiana</u>?

Such a permanent working committee would need staff, and the state library might provide this staff- a Librarian III, preferably with experience in both school and public libraries, and necessary clerical support, to begin to implement the recommentaions of the committee, as they are accepted by the State Library and Historical Board and the Department of Public Instruction.

A planning committee needs reliable statistics on both school and public libraries to measure needs and progress. Public library statistics are gathered now by the state library although too slowly (statistics relating to the year 1967 appeared in January, 1969). Statistics on school libraries, as noted in Chapter IV, have been almost non-existent. The Department of Public Instruction should be encouraged to gather adequate statistics on all school libraries, public and private on an annual basis. The state library should publish these statistics in its annual compilation along with information on other types of libraries.

CHAPTER VI

RECOMMENDATIONS

The following recommendations are made to improve and extend the State Library's structure for inter-library coordination in Indiana.

1. The Indiana State Library should convene a permanent council for the improvement of library and information services to students and teachers.

   This council should be advisory to the State Library and the Historical Board and to the State Superintendent of Public Instruction.

   The council should be made up of the director and assistant director of the Division of Instructional Media of the Department of Public Instruction, representatives of the library associations of the state, deans or department chairmen of library education programs in the state and two each public and school library

administrators. The State Librarian should be Chairman of the Committee.

The State Library should staff the Committee with a Librarian III, located in the Extension Division and necessary clerical help.

2. <u>The Indiana State Library should convene a permanent council for the coordinated building and use of major subject collections in the state</u>.

This Committee should address its recommendations to the State Library and Historical Board and to the administrative officers of the major resource libraries of the state.

The Committee should be made up of the heads of the six major resource libraries of the state, Indiana State Library, Indiana University, Purdue, Notre Dame, Indianapolis and Fort Wayne Public Libraries, plus representatives of the Indiana Library Association and the Special Library Association.

The State Library should staff the Committee with a Librarian III, experienced in research

libraries, and necessary clerical help. This position should be located in the Reference Department (or under reorganization, in the Indiana Resource Center).

An early function of this Committee would be to recommend resource libraries to be designated according to Recommendation 3.

3. The State Library should initiate a series of contracts with appropriate major resource libraries to provide twenty-four hour access to materials, bibliographical searches and current awareness services to professional groups in the state.

Requests should originate in libraries although photocopied material should be sent without charge to the individual requesting the service.

TWX centers should assume responsibility for filtering requests so that local resources are exhausted before use of the network.

Publicity for the program should be directed by the state library with the guidance of the

research library and the professional groups to be served.

Cost of service, including personnel, equipment, supplies, communication, postage and necessary duplication of material should be reimbursed by the State Library.

The first contract should be made with the Indiana University Medical Library which is already offering much of this service to the medical community of the state. After this, consideration should be given to the needs of teachers, engineers, business men and other professional groups in the state.

4. The State Library should build its collections in those fields not already covered, or logically to be covered, by other resource libraries of the state, and should itself offer twenty-four hour access to materials, bibliographical searches and current awareness services to appropriate professional groups in Indiana. Under the same pattern as Recommendation 3,

A beginning might be made by establishing a center on mental retardation for the use of personnel in state institutions, local agencies and parents.

The above recommendations will require, obviously, a substantial increase in the support of the state library. This should result in a significantly better use of current resources and more intelligent planning toward future needs. The State Library and Historical Board should determine priorities among these recommendations and develop a proposal to the governor and the legislature for a phasing in of these services over several years.

APPENDIX

PROPOSAL FOR THE DEVELOPMENT OF AN INDIANA LIBRARIES SERIALS DATA BANK

Introduction:

The libraries of the state of Indiana would like to develop a serials data bank of their combined serials holdings which would culminate basically into a union catalog of serials, and additionally, into other avenues of accessibility to serials information for library patrons.

This data bank and its integral computer programs would be planned as a system of serials data presentation rather than just a union catalog. As will be discussed in more detail later, the intent is to produce the necessary computer programs so that the serials data bank that would be created would lend itself to display or presentation to the library patron from many different approaches.

Purpose:

It is hoped that such a project would be a beginning step in library cooperation and could eventually be a factor in state and/or national library network development.

Of more immediate concern, it would make information about the Indiana libraries' collections available wherever needed without physical limitation. The usefulness of the book catalog has long been recognized, and when additionally designed for display in varied ways through computer manipulation, its versatility is far superior to any other form of data presentation now available.

Some of the uses that can be made of a serials union book catalog are as follows:

1. Distribution wherever needed.
2. Interlibrary loan functions, i.e., determining the availability of a title or volume.
3. Cooperative serials acquisitions.
4. Improvement of collections by making it possible to merge partial runs of serials.
5. Retrieval of bibliographical data for acquisitions purposes.
6. Referral service available to patrons for specific titles or volumes.

When the union catalog data is designed for computer manipulation, many more advantages accrue. These include:

1. Ease of updating and error correction.
2. Ability to easily supplement basic volumes.

3. Statistical analysis.
4. Retrieval capability from many different approaches.
5. Continuous accuracy checks on data files.
6. Ability to easily determine items lacking from holdings.
7. Multiple methods of presentation and display of data.

Problems in development:

While many advantages are gained through the availability of serials union catalogs in book form, there are also many difficulties in their development. Librarians have never been able to define a serial to their own satisfaction, therefore, this seemingly simple problem becomes a primary difficulty in the decision as to which types of materials to include or exclude. The library participants in the proposed project could include any continuous publication, but daily newspapers and technical reports would be eliminated. On the other hand, newspapers published early in Indiana's history should be included.

Another fundamental problem, and one that can only be completely solved after the project begins development,

is that of uniformity of entries. The different ways in which libraries enter publications into their records would have to be resolved, and one standard entry established by the agency that would be responsible for coordinating the whole project. It is intended that whenever possible the UNION LIST OF SERIALS and NEW SERIAL TITLES would be the authorities.

Data collection and conversion:

The point just discussed leads to the problems of data collection and to the conversion methods to be used in the development of the data bank. The Purdue University Libraries Systems Development Unit has completed a book catalog of that institution's serials which includes 30,000 titles and 10,000 cross references. It, therefore, would be the center for the coordination of the project and its serials data now in machine-readable form would be the basis for the Indiana data bank. Data will be sent from the other libraries to Purdue for processing, and the data bank on magnetic tape would be developed by that institution. More specifically, Purdue would develop the data bank, maintain compatibility and any necessary standards, and produce the printed catalog and other listings as funds allowed. Each of the other

institutions would be responsible for its own data in that it would decide on which titles to include, prepare the data for input according to a standard input format, and forward the data to Purdue. Future maintenance (i.e., continuous updating) of the data bank and additional editions and supplements of the book catalogs would depend on the availability of funds.

As was stated before, the system would provide for multi-approaches to the data bank, and therefore, it would be necessary to include certain codes so that the computer can locate the data and sort it into the order desired. These codes are for subject, language, country or origin, and translations. It will be necessary to assign the codes to each entry as it is entered into the data bank. Some of this work can be done by clerical personnel, and some of it would require personnel with subject awareness and other specialized training. In any event, the codes devised by the Library of Congress for the MARC project would be used in this system where applicable. Indiana University Libraries have agreed to assign the necessary codes to their titles (33,000), and the remainder would be assigned, if time and funds permit, by the project clerks working at Purdue.

Retrieval approaches:

In meetings held by representatives of some of the institutions involved, it was decided that the serials data should be retrievable in the following ways:

1. Alphabetically by entry (corporate and title).
2. Library location.
3. Subject.
4. Language.
5. Country of origin.
6. Translated serials.
7. Call number, i.e., a shelf list.

The above listings would include the data from all institutions to one arrangement except for number 2 and 7 which would require that each library's data be arranged separately. It would also be possible to produce lists 1, and 3 thru 6 for each library individually.

The ability of the system to produce lists of serials from the various possible approaches is dependent on the data elements flagged as retrievable fields. The above list indicates the agreed upon fields. The attached detailed list of items of data (page 82) indicates those elements which were agreed upon as the ones to be included

in each of the system's serial records.

Computer programming:

Since it was decided to develop more than the usual book catalog of serials by having many different approaches to the data bank, it follows that many more computer programs must be written than would be necessary for an ordinary union catalog. Without actually designing or outlining the system at this point, it would appear that about ten basic computer programs plus an unknown number of sort and merge programs would have to be written. Computer programming is subject to so many imperceptible difficulties, e.g., programmer training and experience, available machine time, etc., that is is hard to determine without completion of the actual system study the amount of time that will be needed to complete this key phase of the project. From the experience of the Purdue Libraries' present staff programmers, it is estimated that about nine months would be needed to complete the systems analysis and the necessary computer programs.

Estimated costs:

The following is an estimate of the costs of development of a serials data bank for the Indiana libraries

based on the estimated number of entries that would be included. It is necessary to stress that the figures are only estimates as, for example, it is impossible to determine the number of separate records (entries or titles) that would be in the file. The total number of entries from the forty-five institutions would be about 160,000, but there is no way to know how many titles would be entered as primary records and how many entered as titles duplicated among the various libraries. In order to have a figure with which to work, 60,000 was arbitrarily chosen as the number of primary records. Other basic figures used, and the basis for them, are shown in various places in the estimate. The total amount indicated includes planning the computer system, computer programming and documentation, computer time ("debugging": data file creation), clerical help for input preparation (coordinating the data, assigning codes, etc.), data conversion, i.e., keypunching and verifying, and printing the first edition of the union catalog.

Respectfully submitted,

(signed)
Donald P. Hammer, Head,
Libraries Systems Development

DATA ELEMENTS TO BE INCLUDED IN EACH SERIALS DATA BANK RECORD

CORPORATE ENTRY - TITLE - SUBTITLE - TRANSLITERATED

PUBLISHER

BIBLIOGRAPHIC NOTES & FORM NOTES (LOOSELEAF, MICROFORM, ETC.)

LIBRARY LOCATION

CALL NUMBER

HOLDINGS

Beginning Volume, Beginning Year.

Continuing holdings indicated by a dash.

Missing volumes indicated by a comma.

Incomplete volumes indicated by parenthesis around the volume number or numbers concerned.

Terminated title indicated by inclusive volume numbers and // or years and //, and a note stating "ceased publication with...".

Microforms indicated by the symbols M-microfilm, MF-microfische, MC-Microcards, MP-Microprint.

Volumes or other items in microform that are duplicate copies of hard copy items may be shown as duplicates.

NOTES: concerning a particular library or describing a particular item that cannot be included in the regular cumulated holdings statement.
Examples: Supplements, special issues, cumulated indexes, special locations within an institution's library system, etc.

SUBJECT - LANGUAGE - COUNTRY OF ORIGIN - TRANSLATION

CROSS REFERENCE TRACINGS

INDIANA PARTICIPATING AGENCIES - SERIALS DATA BANK

Special Libraries

General Motors Corporation, Indianapolis
Indiana Academy of Science, Indianapolis
Union Carbide Corporation, Linde Division, Indianapolis
P. R. Mallory and Company, Inc., Indianapolis
RCA Victor Home Instruments Library, Indianapolis
Eli Lilly and Company, Scientific Library, Indianapolis
Naval Avionics Facility, Indianapolis
Bell Telephone Laboratories, Indianapolis
Cummins Technical Center Library, Columbus
U. S. Army School Center, Fort Benjamin Harrison, Indianapolis

Public Libraries

South Bend Public Library, South Bend
East Chicago Public Library, East Chicago
Elkhart Public Library, Elkhart
E. Fairbanks Memorial Library, Terre Haute
Evansville Public Library, Evansville
Fort Wayne Public Library, Fort Wayne
Gary Public Library, Gary
Indianapolis Public Library, Indianapolis
Kokomo Public Library, Kokomo
Lake County Public Library, Griffith
Laporte Public Library, Laporte
Muncie Public Library, Muncie
New Albany Public Library, New Albany
Vincennes Public Library, Vincennes

Academic Libraries

Abby Library, St. Meinrad

Ball State University Library, Muncie
Christian Theological Seminary, Indianapolis
Depauw University Library, Greencastle
Earlham College Library, Richmond
Evansville College Library, Evansville
Goshen College Library, Goshen
Hanover College Library, Hanover
Indiana Central College Library, Indianapolis
Indiana Institute of Technology, Fort Wayne
Indiana State Library, Indianapolis
Indiana State University Library, Terre Haute
Indiana University Medical School Library, Indianapolis
Indiana University Library, Bloomington
Manchester College Library, North Manchester
Notre Dame University Library, Notre Dame
Rose Polytechnic School Library, Terre Haute
St. Joseph's College Library, Rennsselaer
Valparaiso University Library, Valparaiso
Vincennes University Library, Vincennes
Wabash College Library, Crawfordsville

TWX CENTERS AND SATELLITE LIBRARIES

Bloomington (Monroe County Library)

Martinsville	Edinburg
Shelbyville	Nashville
Franklin	Mitchell

Eligible - Have Not Signed Forms

Bedford	Spencer

Crawfordsville Public Library

Attica	Covington
Linden	Ladoga
Lebanon	Waveland
Thorntown	Sheridan
Darlington (added 4/3/68)	Roachdale

Eligible - Have Not Signed Forms

Kingman	Atlanta
Coatesville	Greencastle

Evansville Public Library

Fort Branch	Princeton
Tell City	Owensville
New Harmony	

Eligible - Have Not Signed Forms

Oakland City	Poseyville
Mount Vernon	Newburgh
Boonville	Rockport
Grandview	Cannelton

TWX CENTERS AND SATELLITE LIBRARIES--(Continued)

Fort Wayne Public Library

LaGrange
Albion
Garrett
Huntington
Bluffton
Geneva
Warsaw
Syracuse
Auburn
Butler
Decatur
Pierceton
Kendallville
South Whitley
Warren
Berne
Mentone
Milford
Ligonier
Waterloo
Churubusco

Eligible - Have Not Signed Forms

Orland
Fremont
Roanoke
Columbia City
Angola
Andrews
Rome City
Markle

Gary Public Library

Westville
Michigan City
Porter
Lake Village

Eligible - Have Not Signed Forms

Hebron
Wanatah
Valparaiso
LaCrosse

Kokomo Public Library

Logansport
Peru
Marion
Matthews
Royal Center
Upland
Wabash
Walton
Greentown
Fairmount
Tipton
Converse
North Manchester

TWX CENTERS AND SATELLITE LIBRARIES--(Continued)

Kokomo Public Library--(Continued)

Eligible - Have Not Signed Forms

Roann	Swayzee
Jonesboro	Gas City
Van Buren	

Lafayette (Wells Memorial Library)

Rensselaer	Earl Park
Fowler	Oxford
West Lafayette	Delphi
Colfax	Frankfort
Brook	Kentland
Remington	Monon
Monticello	Flora

Eligible - Have Not Signed Forms

Goodland	Raub
Boswell	Otterbein
Wolcott	Brookston
West Lebanon	Williamsport
Camden	Kirklin

Madison Public Library

Aurora	Scottsburg
Vevay	Lawrenceburg

Eligible - Have Not Signed Forms

Batesville	Osgood
Versailles	Rising Sun

TWX CENTERS AND SATELITTE LIBRARIES--(Continued)

Muncie Public Library

Hartford City
Elwood
Winchester
Pennville
Ridgeville
Knightstown
Portland
Alexandria
Middletown
New Castle
Fortville

Eligible - Have Not Signed Forms

Montpelier
Anderson
Farmland
Lynn
Dunkirk
Pendleton
Union City
Spiceland

New Albany Public Library

English
Jeffersonville
Corydon
Salem

Eligible - Have Not Signed Forms

French Lick
Paoli
Orleans
Charlestown

Richmond (Morrisson-Reeves Library)

Hagerstown
Rushville
Liberty
Brookville
Connersville

Eligible - Have Not Signed Forms

Dublin
Centerville
Cambridge City
Carthage

TWX CENTERS AND SATELLITE LIBRARIES--(Continued)

Seymour Public Library

North Vernon
Greensburg

Eligible - Have Not Signed Forms

Brownstown

South Bend Public Library

Wakarusa
Goshen
Winamac
Rochester
LaPorte
Elkhart
Hamlet
Bremen
Bourbon
Nappanee
Plymouth
Monterey
Akron
New Carlisle
Francesville
Knox
Argos
Kewanna

Eligible - Have Not Signed Forms

Hanna
Walkerton
Mishawaka
Briston
North Judson
Culver

Terre Haute (Emeline Fairbanks Memorial Library)

Jasonville
Sullivan
Worthington
Newport
Bloomfield

Eligible - Have Not Signed Forms

Brazil
Farmersburg
Dugger
Clinton
Montezuma
Carlisle
Linton
Rockville

TWX CENTERS AND SATELLITE LIBRARIES--(Continued)

Vincennes Public Library

Washington
Huntingburg
Petersburg
Jasper
Loogootee

Eligible - Have Not Signed Forms

Bicknell
Shoals
Odon

TWX STATISTICAL REPORT, FISCAL YEAR 1967-68

Public Libraries	Messages	Cost
Bloomington	748	$ 377.30
Columbus	439	158.45
Crawfordsville	438	138.75
Crown Point	176	65.60
East Chicago	269	147.33
Evansville	375	199.80
Fort Wayne	434	202.40
Gary	433	238.38
Hammond	401	215.88
Kokomo	366	124.85
Lafayette	403	157.75
Lake County	433	238.62
Lowell	191	80.68
Madison	211	88.90
Muncie	199	79.20
New Albany	137	61.85
Richmond	386	174.70
Seymour	233	110.25
South Bend	1,035	549.00
Terre Haute	460	184.20
Vincennes	323	153.75
Whiting	212	100.95
	8,303	$3,848.49
University Libraries		
Ball State	1,332	624.70
Indiana State	776	410.15
Indiana University	2,287	1,130.60
Purdue University	1,935	1,086.45
Indiana University - Bureau of Public Discussion	123	46.30
	6,453	$3,298.20
State Library	4,652	$1,911.85
Total - TWX Messages	19,408	$9,058.54
Total - Credit Card Calls	1,453	635.18
	20,861	$9,693.72
Public Libraries	8,303	3,848.49
University Libraries	6,453	3,298.20
State Library	4,652	1,911.85
Credit Card Calls	1,453	635.18
	20,861	$9,693.72

Cost per message - $ .4647 $2.003 per message all costs inc.

1968 Total costs (including administrative) $41,785.81

1969 Budget $47,747.00

Figures taken from TWX bills.

TWX STATISTICAL REPORT, FISCAL YEAR 1966-67

Public Libraries	Messages	Cost
Bloomington	648	$ 250.20
Columbus	369	123.00
Crawfordsville	327	103.25
Crown Point	185	75.25
East Chicago	211	157.20
Evansville	277	141.55
Fort Wayne	410	212.75
Gary	285	165.30
Hammond	314	163.75
Kokomo	193	63.50
Lafayette	298	99.90
Lake County	495	265.60
Lowell	138	60.60
Madison	230	100.05
Muncie	138	51.20
New Albany	147	67.85
Richmond	346	150.05
Seymour	174	67.90
South Bend	688	368.25
Terre Haute	329	130.80
Vincennes	203	98.55
Whiting	237	121.65
Bureau of Public Discussion-I.U.	51	20.25
Total	6,693	$3,058.40
University Libraries		
Ball State	1,004	441.20
Indiana State University	736	576.95
Indiana University	1,618	713.10
Purdue University	1,185	858.90
Total	4,543	$2,590.15
State Library	4,111	$1,733.80
Credit Card Calls	804	344.76
	16,151	$7,727.11
Public Libraries	6,693	3,058.40
University Libraries	4,543	2,590.15
State Library	4,111	1,733.80
Credit Card Calls	804	344.76
	16,151	$7,727.11

Cost per message - $ .4784 $2.194 per message all costs inc.

1967 Total costs (including administrative) $35,448.89

1968 Budget $41,332.00

Figures taken from TWX bills.

TWX STATISTICAL REPORT, FISCAL YEAR 1965-66

Public Libraries	Messages	Cost
Bloomington	544	$ 191.87
Columbus	436	140.13
Crawfordsville	220	72.05
Crown Point	221	94.25
East Chicago	193	98.40
Evansville	199	106.55
Fort Wayne	201	96.20
Gary	233	137.35
Hammond	299	153.20
Kokomo	116	41.19
Lafayette	220	67.70
Lake County	245	116.60
Lowell	188	81.45
Madison	180	71.00
Muncie	118	48.20
New Albany	91	48.55
Richmond	241	88.95
Seymour	29	9.95
South Bend	426	222.58
Terre Haute	309	119.55
Vincennes	364	175.50
Whiting	170	79.35
Total	5,243	$2,260.57
University Libraries		
Ball State University	553	219.25
Indiana State University	493	309.70
Indiana University	955	448.86
Purdue University	534	278.70
Total	2,535	$1,256.51
State Library	3,712	$1,516.24
Grand Total	11,490	$5,033.32
Public Libraries	5,243	$2,260.57
University Libraries	2,535	1,256.51
State Library	3,712	1,516.24
Grand Total	11,490	$5,033.32

Cost per message - $ .4381 (Does not include administrative cost or machine rental)

Figures taken from TWX bills.

BOOK SELECTION POLICY FOR INDIANA STATE LIBRARY

I. Our basic book selection policy reflects our three major responsibilities as defined by law. These responsibilities are:

1. To provide library service to state governments, its branches, its departments and its officials and employees.

2. To supplement reference and materials resources of the libraries of the state.

3. To advise and assist in promoting and developing good public library systems in the state.

II. Our selection of books and other materials attempts to:

1. Maintain and strengthen our collection in all fields of interest to state government, particularly political science and other areas of interest and need in legislative decision making. This includes source materials such as federal, state, and local government documents. Also includes Engineering Index and a selection of engineering magazines.

2. (a) Select carefully current titled in all areas of non-fiction (i.e., encyclopedias, bibliographies, philosophy, religion, social sciences, philology, pure and applied science, fine arts, literature, and history.) Outmoded information is mis-information. Regularly scheduled weeding and storage of less frequently used titles keep the collection up-to-date.

Our collection includes selection of scholarly and popular titles to supplement the book collections of varying size and quality in public libraries. Subject bibliographies, definitive

biographies, collected works of authors, and specialized periodicals illustrate types of scholarly titles for consideration.

(b) Establish a bibliographic clearing house for identifying and locating materials in English in all but the specialized fields of law and medicine.

3. Select highly specialized materials of statewide interest but not widely purchased by local libraries. Examples of such material are periodicals of dissent, controversial subject material, political campaign material, art books, and specialized directories in such fields as education, business, technology, religion, etc.

4. Acquire a basic collection with representative additions as necessary of non-book material including films, recordings, tapes, art reproductions and selected music such as opera scores, choral music, sheet music and some instrumental music (excluding symphonic scores).

III. Special collections which should be maintained and strengthened are:

1. Indiana material.

2. Archival material.

3. Genealogical material.

4. Materials for Physically Handicapped and other specialized groups.

5. Library science and information science materials.

See attached sheets for fuller explanation.

IV. Limitations acknowledge are:

1. Recognition of areas which should be extremely limited except for a few carefully selected titles

for the layman are law, medicine and textbooks. Exceptions are law and medical dictionaries and textbooks only if they are the sole source for the type of material needed.

2. Awareness of other library collections in the state and a knowledge of the extent to which they can be utilized in supplementing our major responsibilities.

3. Elimination or drastic curtailment of purchases of popular type material which public libraries should normally buy.

4. Restriction of purchase of fiction to representative titles in contemporary fiction both American and foreign.

5. Elimination of selection of children's books for wide spread distribution to public libraries. Our collection, consisting of outstanding American children's books and a few distinguished foreign language titles, is geared to use with library science classes. It provides material on important literary and artistic figures in children's literature.

V. Criteria to be considered in selection include:

1. Evaluation of a title's immediate or lasting significance.

2. Quality (literary or scientific).

3. Authority of author.

4. Reputation of the publisher.

5. Availability of other material on the same subject.

6. Point of view expressed and necessity of supplying varying points of view with care to make best possible selection.

7. Accuracy and up-to-dateness when necessary.

POSITION STATEMENT OF THE ASSOCIATION OF RESEARCH LIBRARIES ON MODEL INTERLIBRARY LOAN CODE FOR REGIONAL, STATE OR OTHER SPECIAL GROUPS OF LIBRARIES

Introduction

A careful study of the proposed Model Interlibrary Loan Code raises the question of the necessity of a thorough-going review of the interlibrary loan system. The present free system was established over fifty years ago when life was simpler, libraries far fewer and research at a comparatively low level. Over the years, interlibrary borrowing and lending have increased greatly because of the pressure exerted by a steadily increasing demand for more formal education for much larger numbers of people, improvements in the quality of formal education at all levels, and the growing complexity of our civilization which has resulted in an enormous and continuing expansion of research. The vastly expanded interlibrary loan activity resulting from these factors has placed very heavy burdens on libraries with nationally important collections. Faced with ever-rising demands for information resources and services from their own clienteles, these libraries may soon have to terminate interlibrary lending altogether or curtail it drastically unless some method of reimbursement of the costs of interlibrary lending is provided.

In order to prevent severe cutbacks in interlibrary lending or the elimination of it altogether, it may now be time to recognize that free interlibrary loan service is no longer practicable and to accept the principle that lending libraries cannot be expected to bear the full costs of interlibrary loan service. Failure to recognize this fact could bring about the collapse of the system as we have known it, perhaps not all at once but by the steady withdrawal of library after library from the system.

The Association of Research Libraries has approached

the drafting of its statement on the proposed Model Code with this consideration strongly in mind, but with a continuing commitment to the principle of ready access to information by all who need it, a principle upon which any interlibrary loan systems rests.

Position Statement

The ARL endorses the concept of interlibrary lending embodied in the Model Interlibrary Loan Code for Regional, State, Local or Other Special Groups of Libraries, which was prepared by the Interlibrary Loan Code Committee of the Reference Services Division of the American Library Association. Such a code is a desirable supplement to the new National Interlibrary Loan Code, since it is directed to the needs of all types of library users, whereas the National Code is directed to the needs of the research worker.

However, the Association sees one serious danger in the proposed Model Code which stems from the liberality of its provisions. That danger is that some libraries will place excessive reliance on interlibrary lending to fulfill the normal needs of their patrons and will not make every effort to develop their own collections to the point that will enable them to satisfy the usual requests of their users. A liberal interlibrary loan code is no substitute for an adequate collection.

The ARL must view with deep concern the possible effects of such a liberal code upon research libraries. Their participation without restrictions could result in a drastic increase in interlibrary borrowing requests, thereby reducing the services of the research libraries to their own clienteles, adding an unbearable financial burden and tending to dissipate the research library resources of the Nation.

While recognizing the desirability of participation in an interlibrary loan system based on the Model Regional or State Interlibrary Loan Code, the Association also knows that its members vary in extent of interlibrary obligations already carried on in the national interest, and that they also vary in purpose, form of government, basis of financial support, and in adequacy of collections,

staff, physical facilities and finances for fulfilling their basic duties.

Therefore the ARL makes the following recommendation to its members: Each member of the ARL must be free to decide for itself whether or not it can participate in a regional or state interlibrary loan system based on the Model Code. Further, if participation is possible, each member library must be able to determine the conditions of its participation.

The following suggestions may serve as guidelines for ARL members considering participation in a regional or state interlibrary loan system based on the Model Code. Although these guidelines would not be universally applicable, they do set forth conditions for participation in an interlibrary loan system to which every research library should give serious attention.

1) The needs of the library's own clientele and its obligations to the authorities who established and support it must come first. No library should agree to participate in a regional or state interlibrary loan system to an extent that would reduce the quality of service to its own legal or basic clientele.

2) After its obligations to its own clientele, the next level of obligation of a research library of national strength is to the Nation, that is, to the National Interlibrary Loan Code. Participation in a regional or state system should not be at the expense of fidelity to the National Interlibrary Loan Code.

3) Any regional or state interlibrary loan code must contain a statement on the necessity for all libraries to continue to make vigorous efforts to develop library collections adequate to meet the normal, everyday needs of their own basic clienteles.

4) Any regional or state interlibrary loan code should contain provisions which will assure that the burden of interlibrary lending will be distributed as equitably as possible and that it will not fall on just a few libraries, with the exception of a state library.

(It is recognized that in some interlibrary loan systems contracts may be negotiated with research libraries to serve as "resource libraries" for the system.) Research libraries should be used as supports to any regional or state interlibrary loan system in which they decide to participate, rather than as the basic supplier of library materials for the system.

5) To secure an equitable distribution of the interlibrary lending burden, a central state agency should screen all interlibrary loan requests submitted through the system. In most states the logical screening agency will be the state library.

The screening process should be done by professional librarian. It should restrict requests to research libraries chiefly to those items needed for research which are not available elsewhere in the state or region.

6) As a condition of participation in a regional or state interlibrary loan system, a research library must be able to designate those categories of users which it will serve, the type of materials which it will lend and the conditions of loan.

7) Any research library which participates in a regional or state interlibrary loan system should be reimbursed for loans or photocopies made through the system. The amount of reimbursement may vary from state to state and region to region and may take a variety of forms. But the principle of reimbursement should be recognized and adhered to. If it is not, research libraries will not be able to bear the additional costs which will result from expanded interlibrary loan effort and, consequently, will not be able to participate in any proposed system.

8) Any research library should reserve the right to conduct its own interlibrary borrowing and lending programs directly with other research libraries, either in or out of the state or region served by the system.

9) Any research library which participates in a regional or state interlibrary loan system should do so on the basis of a formal, written contract which specifies the conditions of participation. This contract should be submitted to the governing board of the library for approval.

INDIANA STATE UNIVERSITY TERRE HAUTE, INDIANA 47809

CUNNINGHAM MEMORIAL LIBRARY

November 19, 1968

ACCESS AGREEMENT AMONG THE STATE UNIVERSITIES OF INDIANA

President Frederick L. Hovde
Executive Building
Purdue University
Lafayette, Indiana 47907

Dear President Hovde:

The proposal contained herein is for a voluntary, cooperative program among the libraries of the four state universities. As costs for library materials and operations mount, and as rising enrollments and burgeoning new academic programs impose further demands, it becomes increasingly apparent that every effort must be made to maximize the use of library materials, wherever held in the state university libraries. Although interchange of materials through interlibrary lending and photocopying is currently carried on, maximum effectiveness has not been reached owing to the lack of defined commitment and the organization necessary to carry out the terms of an improved program.

It is apparent that Indiana State and Ball State Universities would be the principal beneficiaries under the proposed plan, faced as they are with curricular commitments which strain their ability now to provide the necessary research collections. They would draw heavily upon the more mature collections of Indiana and Purdue Universities while they continue to build as rapidly as possible their own resources. Since the library collections of Indiana University and Purdue are in many ways complementary, they would draw upon each other's resources, and to a more limited extent upon Indiana State and Ball State.

Cooperative action such as that proposed could only result in important services to the faculties and students of the state universities. It is our hope that such a pioneer enterprise, if successful, might lead to other cooperative programs aimed at providing for the faculties and students of the state universities, maximum library service at minimum cost.

I. PROPOSAL. In order to promote the freest possible interchange of library materials between the four state university libraries, and to minimize the heavy burden which increased borrowing and lending would impose upon the larger university libraries, it is proposed that full-time staff members be employed in the Indiana and Purdue University Libraries for the express purpose

of providing interlibrary loan, photocopying, and other cooperative services to the four state university libraries as may be required. Although the proposed arrangement is primarily intended to meet immediate demands imposed by dramatic growth, especially at Ball State and Indiana State Universities, the long range importance of such cooperative programs should not be ignored, and there should be vigorous, continuing efforts to improve library services through cooperative efforts.

A. Duties of Shared Staff

1. Manage interlibrary loans (physically locate books, wrap, mail, prepare records, send overdue notices, receive when returned, clear records, record statistics).

2. Supervise photocopying (mailing, maintaining records, preparation of bills, etc.).

3. Provide personal attention to visiting scholars, offer reference assistance, conduct literature searches, do bibliographic checking.

4. Photocopy unit cards (specialized and foreign language materials) to expedite cataloging among the university libraries.

B. Fiscal and Personnel Arrangements

1. Staff

a. Two professional librarians: one assigned to the Indiana University Library, and one to the Purdue University Library.

b. Appointments to be to the Indiana and Purdue University Library staffs in the context of their personnel classification schemes. Funds to be transferred. Salaries and fringe benefits will be paid by Indiana and Purdue Universities.

c. Indiana and Purdue University Libraries will provide office space and equipment, telephones, access to teletype, etc.

2. Budget and Fiscal Arrangements

a. Expense to be met cooperatively, as follows:

Indiana State University: one third
Ball State University: one third
Indiana University: one sixth
Purdue University: one sixth

b. Proposed initial appropriation: pro rata amount based on $30,000 for the fiscal year.

Salaries and fringe benefits: 2 @ $12,000 each	$24,000
Other expense: clerical help, supplies, postage, etc.	$ 6,000
	$30,000

c. Photocopying in excess of the minimum to be charged at the rate of ten cents ($.10) per sheet, to be billed quarterly.

d. Actual expense for operations to be reviewed annually, and a joint request for the new fiscal year to be presented to the responsible administrative officers of the four state universities at the time of next budget preparation (about February 1 of each year).

C. Communication - Service

1. SUVON and teletype, both currently available in the university libraries, offer fast, efficient communication.

2. Twenty-four to forty-eight hour service should be possible. Shuttle service, if available, would reduce postage cost and shorten response time.

3. Photofacsimile transmission of materials should be studied carefully with a view to adoption when technologically and economically feasible.

Inherent in the above plan is the need for evaluation and refinement, which should be carried out annually. Other cooperative measures should be carefully studied and recommended for adoption as they appear feasible. The latter might include shuttle service between the universities to take people to materials as well as materials to people, and photofacsimile

transmission of materials between campuses when this becomes technologically workable. Such a joint program, the computer generated union list of serial holdings of the state university libraries, is already in process.

We believe that this proposal represents a feasible plan for a cooperative program aimed at maximizing the use of library materials held by the state university libraries, and that the value of these cooperative services far exceeds their dollar cost. We hope that you will find that it has sufficient merit to warrant your support. If approved, we will make every effort to implement the proposal and offer the expanded services beginning as soon as possible, hopefully by February 1, 1969. We will ask our respective Business Offices (1) to develop procedures and policies for handling the financial effects of the sharing arrangement and (2) to prepare a document of fiscal agreement which can be approved by the appropriate University officers.

Sincerely yours,

Cecil K. Byrd

Cecil K. Byrd, University Librarian
Indiana University

Marion Grady

Marion Grady, Librarian
Ball State University

Fred W. Hanes, Director of Libraries
Indiana State University

John H. Moriarty

John H. Moriarty, Director of Libraries
Purdue University